



# Application for Approval for or Substantial Changes to an Intern Preparation Program



Department of Education

# Introduction

Name of Institution:

Name and Role of Contact Person for Proposed Changes:

Description of Unit (organizational structure and oversight):

Endorsements Currently Offered:

Proposed Endorsements for Recommendation with the Teacher Intern License:

Number of Program Completers and Licensure Recommendations by Academic Year:

**Table –: Enrollment Data**

Academic Year	Program Completers	Licensure Recommendations	Enrolled Candidates	Withdrawn Candidates

## Description of Proposed Changes

(complete only those that apply)

### Change in scope of program(s)

Description:

Rationale:

Proposed Timeline for Implementation:

### Change in delivery of program(s)

Description:

Rationale:

Proposed Timeline for Implementation:

### Addition of new program(s)

Description:

Rationale:

Proposed Timeline for Implementation:

# Chapter 79 Standards - Governance

## Governance and Resources

**281—79.22(256)** *Intern program governance and resources standard. Governance and resources adequately support the preparation of teacher intern candidates to meet professional, state and institutional standards. As a component of the program, the institution will work collaboratively with the local school district(s) or AEA. The program is required to meet the following standards in addition to the standards in rule 281—79.10(256).*

- 1. How will proposed program changes meet requirements of the standards for intern program governance and resources?**

**79.10(1)** The professional education unit has primary responsibility for all educator preparation programs offered by the institution through any delivery model.

### Program Response:

**Table –: Responsibility for Program Decision Making**

Types of Decisions	Responsible Individual(s) or Group

**Table –: Individual Roles/Administrative Responsibilities**

Individual/Administrative Roles within the Program	Responsibilities

**Table –: Leadership Team Membership**

Name	Role	Professional Responsibility

**79.10(2)** The unit’s conceptual framework and governance structure establishes the shared vision for the unit and provides the foundation for all components of the educator preparation programs.

**Program Response:**

**79.10(3)** The unit demonstrates alignment of unit and program standards with current national professional standards for educator preparation; teacher preparation aligns with InTASC standards; and each unit defines unit and program standards and embeds them in courses and field experiences.

**Program Response:**

**79.10(4)** The unit provides evidence of ongoing collaboration with appropriate stakeholders. There is an active advisory committee that is involved semiannually in providing input for program evaluation and continuous improvement.

**Program Response:**

**Table –: Advisory Team Membership**

Name	Institution/Organization	Professional Responsibility

**Exhibit \_\_\_\_\_: Minutes of Advisory Team Meetings**

**79.10(5)** When a unit is a part of a college or university, there is ongoing collaboration with the appropriate departments of the institution, especially regarding content knowledge.

**Program Response:**

**79.10(6)** The institution provides resources and support necessary for the delivery of quality preparation program(s). The resources and support include the following:

- a. Financial resources; facilities; appropriate educational materials, equipment and library services; and commitment to a work climate, policies and faculty/staff assignments that promote/support best practices in teaching, scholarship and service;
- b. Resources to support professional development opportunities;
- c. Resources to support technological and instructional needs to enhance candidate learning;
- d. Resources to support quality clinical experiences for all educator candidates;
- e. Commitment of sufficient administrative, clerical and technical staff;
- f. Equitable resources and access for all program components, regardless of delivery model or location; and
- g. The use of part-time faculty and graduate students in teaching roles is purposeful and is managed to ensure integrity, quality, and continuity of all programs.

**Program Response:**

**79.10(7)** The unit has a clearly articulated appeals process, aligned with the institutional policy, for decisions impacting candidates. This process is communicated to all candidates and faculty.

**Program Response:**

**79.22(1)** The teacher intern preparation program and LEAs will work collaboratively to provide opportunities for teacher intern candidates to observe and be observed by others and to engage in discussion and reflection on clinical practice.

**Program Response:**

**79.22(2)** The LEA will provide the following:

- a. An offer of employment to a teacher intern candidate in the program in one of the endorsements identified on the department's website at [educate.iowa.gov/pk-12/educator-quality/practitioner-preparation](http://educate.iowa.gov/pk-12/educator-quality/practitioner-preparation);
- b. A mentoring and induction program with a district-assigned mentor; and
- c. An assurance that the LEA will not overload the intern with extracurricular duties.

**Program Response:**

**79.22(3)** The program has a clearly articulated process regarding candidate and intern performance, aligned with the institutional policy, for decisions impacting progress through the program. Program and school district policies for removal and replacement of interns from their internship assignments are clearly communicated to all candidates, school administrators and faculty.

**Program Response:**

**2. How will proposed changes impact the governance and resources of the current program(s)?**

**Program Response:**

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## **Initial DE Finding** |

**Items that must be addressed prior to State Board action:**

**Institution Response:**

**Final Recommendation** |

# Chapter 79 Standards - Faculty

## Faculty

**281—79.23(256)** *Intern license faculty standard. Intern program faculty standards are aligned and may be met through rule 281—79.12(256).*

**1. How will proposed program changes meet requirements of the standards for faculty?**

**79.12(1)** The unit defines and communicates the roles and requirements for faculty members by position. The unit describes how roles and requirements are determined.

**Program Response:**

**Table –: Program Faculty Assignments**

Faculty Member	Teaching Load	Administrative Load	Advising Load	Intern Supervision Load

**79.12(2)** The unit documents the alignment of teaching duties for each faculty member with that member’s preparation, knowledge, experiences and skills.

**Program Response:**

**Table –: Intern Preparation Program Faculty**

Faculty Member	P-12 Teaching Experience (years and positions)	College Teaching Experience (years)	Degrees (include field)	Teaching Assignments (include course titles)

**79.12(3)** The unit holds faculty members accountable for teaching prowess. This accountability includes evaluation and indicators for continuous improvement.

**Program Response:**

**Table –: Evidence of Professional Growth**

Faculty Member	Professional Growth Activities

**Exhibit \_\_\_\_\_: Faculty Vitae**

**79.12(4)** The unit holds faculty members accountable for professional growth to meet the academic needs of the unit.

**Program Response:**

**79.12(5)** Faculty members collaborate with:

- a. Colleagues in the unit;
- b. Colleagues across the institution;
- c. Colleagues in PK-12 schools/agencies/learning settings. Faculty members engage in professional education and maintain ongoing involvement in activities in preschool and elementary, middle or secondary schools. For faculty members engaged in teacher preparation, activities include at least 40 hours of teaching or co-teaching at the appropriate grade level(s) during a period not exceeding five years in duration.

**Program Response:**

**Table –: Evidence of Collaboration**

Faculty Member	Collaboration with Colleagues in the Intern Program	Collaboration with Colleagues in K-12 Settings



**Table –: Evidence of 40-hour Requirement**

<b>Faculty Member</b>	<b>Number of Hours (in past 5 years)</b>	<b>Collaborator/ Location</b>	<b>Description of Activities</b>

**2. How will proposed changes impact the faculty of the current programs?**

**Program Response:**

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**Initial DE Finding .**

**Items that must be addressed prior to State Board action:**

**Institution Response:**

**Final Recommendation .**

# Chapter 79 Standards – Intern Program of Study

## Intern Program of Study

**281—79.24(256)** Intern license program of study standard. A program's required coursework will include a minimum of 28 semester hours or equivalent designed to ensure that teacher intern candidates Ch 79, p.12 Education[281] IAC 2/5/25 develop the dispositions, knowledge, and performance expectations of the InTASC standards embedded at a level appropriate for a beginning teacher.

### 1. How will proposed program changes meet requirements of the standards for the Intern Program of Study?

**79.24(1)** Teacher intern candidates will develop the dispositions, knowledge and performance expectations of the Iowa teaching standards (aligned with InTASC standards) and the BOEE's Code of Professional Conduct and Ethics at a level appropriate for a beginning teacher.

#### Program Response:

**Table –: Concept Map of Profession through Intern Program**

Course Number	Course Title	# of Credit Hours	Faculty	Semester(s) Offered

**79.24(2)** All components of the program of study may only be initiated and completed after the candidate has completed a baccalaureate degree.

#### Program Response:

**79.24(3)** Coursework and competencies to be completed prior to the beginning of the candidate's initial employment as an intern will include but not be limited to:

- Understanding how learners grow and develop and implements developmentally appropriate and challenging learning experiences. This aligns with InTASC standard 1.
- Demonstrating competence in content knowledge appropriate to the teaching position. This aligns with Iowa teaching standard 2 (281—subrule 83.4(2)) and with InTASC standards 4 and 5.
- Demonstrating competence in classroom management. This aligns with Iowa teaching standard 6 (281—subrule 83.4(6)) and with InTASC standard 3.
- Demonstrating competence in planning and preparing for instruction. This aligns with Iowa teaching standard 3 (281—subrule 83.4(3)) and with InTASC standard 7.

- e. Using a variety of methods to monitor student learning. This aligns with Iowa teaching standard 5 (281—subrule 83.4(5)) and InTASC standard 6.

**Program Response:**

**Table –: Initial Coursework for ITS and InTASC**

Requirement	Course(s)	Candidate Performance(s) (Consider including rubric and/or assessment tool)
a. Understanding how learners grow and develop and implements developmentally appropriate and challenging learning experiences. This aligns with InTASC standard 1.		
b. Demonstrating competence in content knowledge appropriate to the teaching position. This aligns with Iowa teaching standard 2 (281—subrule 83.4(2)) and with InTASC standards 4 and 5.		
c. Demonstrating competence in classroom management. This aligns with Iowa teaching standard 6 (281—subrule 83.4(6)) and with InTASC standard 3.		
d. Demonstrating competence in planning and preparing for instruction. This aligns with Iowa teaching standard 3 (281—subrule 83.4(3)) and with InTASC standard 7.		
e. Using a variety of methods to monitor student learning. This aligns with Iowa teaching standard 5 (281—subrule 83.4(5)) and InTASC standard 6.		

**79.24(4)** Additional coursework and competencies to be completed prior to the recommendation for an initial teaching license will include:

- a. Using strategies to deliver instruction that meets the multiple learning needs of students. This aligns with Iowa teaching standard 4 (281—subrule 83.4(4)) and with InTASC standards 2 and 8.
- b. Engaging in professional growth. This aligns with Iowa teaching standard 7 (281—subrule 83.4(7)) and with InTASC standard 9.

- c. Contributing to efforts to achieve district and building goals. This aligns with Iowa teaching standard 8 (281—subrule 83.4(8)) and with InTASC standard 10.
- d. Demonstrating ability to enhance academic performance and support for implementation of the school district student achievement goals. This aligns with Iowa teaching standard 1 (281—subrule 83.4(1)).

**Program Response:**

Requirement	Course(s)	Candidate Performance(s) (Consider including rubric and/or assessment tool)
a. Using strategies to deliver instruction that meets the multiple learning needs of students. This aligns with Iowa teaching standard 4 (281—subrule 83.4(4)) and with InTASC standards 2 and 8.		
b. Engaging in professional growth. This aligns with Iowa teaching standard 7 (281—subrule 83.4(7)) and with InTASC standard 9.		
c. Contributing to efforts to achieve district and building goals. This aligns with Iowa teaching standard 8 (281—subrule 83.4(8)) and with InTASC standard 10.		
d. Demonstrating ability to enhance academic performance and support for implementation of the school district student achievement goals. This aligns with Iowa teaching standard 1 (281—subrule 83.4(1)).		

**Table –: Additional Coursework for ITS and InTASC**

**79.24(5)** Each teacher intern candidate will demonstrate knowledge about literacy and receives preparation in literacy. Each candidate will also develop and demonstrate the ability to integrate reading strategies into content area coursework.

**Program Response:**

**Table –: Coursework for Literacy Knowledge and Integration**

Requirement	Course(s)	Candidate Performance(s) (Consider including rubric and/or assessment tool)
Each teacher intern candidate demonstrates knowledge about literacy and receives preparation in literacy.		
Each candidate also develops and demonstrates the ability to integrate reading strategies into content area coursework.		

**79.24(6)** Each teacher intern candidate will effectively demonstrate the ability to integrate technology into instruction to support student learning.

**Program Response:**

**Table –: Coursework for Integrating Technology for Learning**

Requirement	Course(s)	Candidate Performance(s) (Consider including rubric and/or assessment tool)
Each teacher intern candidate effectively demonstrates the ability to integrate technology into instruction to support student learning.		

**79.24(7)** Each teacher intern candidate will receive dedicated coursework related to the study of human relations, cultural competency and diverse learners, such that the candidate is prepared to work with students from diverse groups as defined in rule 281–79.2(256). The unit shall provide evidence that teacher intern candidates have developed the ability to meet the needs of all learners, including:

- a. Students from diverse ethnic, racial and socioeconomic backgrounds;
- b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement;
- c. Students who are gifted and talented;
- d. English learners; and
- e. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors, including behaviors related to substance use disorder.

**Program Response:**

**Table –: Coursework for Meeting Learner Needs**

<b>Requirement</b>	<b>Course(s)</b>	<b>Candidate Performance(s)</b> (Consider including rubric and/or assessment tool)
a. Students from diverse ethnic, racial and socioeconomic backgrounds;		
b. Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement;		
c. Students who are gifted and talented;		
d. English learners; and		
e. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors, including behaviors related to substance use disorder.		

**79.24(8)** Each teacher intern candidate will demonstrate knowledge and application of the appropriate Iowa core standard to the teaching position.

**Program Response:**

**79.24(9)** Each teacher intern candidate will be engaged in field experiences that include opportunities for both observation of exemplary instruction and involvement in co-planning and co-teaching. Each IAC 2/5/25 Education[281] Ch 79, p.13 teacher intern candidate will complete at least 50 hours of field experience prior to the candidate’s initial employment as an intern. The institution will enter into a written contract with the cooperating school or district providing preinternship field experiences.

**Program Response:**

**Table –: Clinical Experiences**

Type of Field Experience	Coursework Aligned with Field Experience	Number of Clock Hours	Type of Candidate Involvement	Supervision and/or Feedback to Candidates

**Exhibit \_\_\_\_\_: Copies of Contracts**

**79.24(10)** The teacher intern preparation program will provide a teacher intern seminar during the teacher internship year to support and extend coursework from the teacher intern content and facilitate teacher intern reflection.

**Program Response:**

**79.24(11)** In accordance with 281—Chapter 83, all teacher interns will be provided with a district-level mentor in addition to the program supervisor. The purpose of this district-level mentor is to provide coaching feedback dependent on the teacher intern’s classroom experience. This district-level mentor shall not serve in an evaluative role. The district-level mentor shall complete specialized training for serving as a mentor as required in rule 281—83.3(284). The program will coordinate support between the teacher intern candidate’s local district mentor and program supervisor.

**Program Response:**

**79.24(12)** The program shall provide an orientation for teacher intern candidates. The orientation will include but not be limited to:

- a. Program goals and expectations;
- b. Licensure and ethics provisions;
- c. Support provided by the program; and
- d. Support provided by the LEA or AEA.

**Program Response:**

**79.24(13)** Teacher intern faculty will provide teacher intern candidates with academic advising, feedback about the candidates’ performance throughout the program and consultation opportunities.

**Program Response:**

**79.24(14)** Teacher intern faculty will provide regular supervision in teacher intern candidates' classrooms with additional supervision and assistance provided as needed.

**Program Response:**

**2. How will proposed changes impact the standards for Clinical and Knowledge, Skills, and Dispositions of the current programs?**

**Program Response:**

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**Initial DE Finding .**

**Items that must be addressed prior to State Board action:**

**Institution Response:**

**Final Recommendation .**



# Chapter 79 Standards - Assessment

## Assessment

**281—79.13(256)** *Assessment system and unit evaluation standard. The unit's system of assessment will appropriately monitor individual candidate performance and use that data in concert with other information to evaluate and improve the unit and its programs in accordance with the following provisions.*

### **1. How will proposed program changes meet requirements of the standards for assessment?**

**79.13(1)** The unit has a clearly defined, cohesive system of assessment that includes both individual candidate assessment and comprehensive unit assessment.

#### **Program Response:**

**79.13(2)** The assessment system is based on unit standards.

#### **Program Response:**

**79.13(3)** The unit tracks and communicates the following criteria for candidates:

- a. Entrance into the program.
- b. Continuation in the program with clearly defined checkpoints/gates.
- c. Admission to clinical experiences (for teacher education, this includes specific criteria for admission to student teaching).
- d. Program completion.

#### **Program Response:**

**79.13(4)** Individual candidate assessment includes all of the following:

- a. Measures used for candidate assessment are fair, reliable and valid.
- b. Candidates are assessed on their demonstration/attainment of unit standards.
- c. Multiple measures are used for assessment of the candidate on each unit standard.
- d. Candidates are assessed on unit standards at different developmental stages.
- e. Candidates are provided with formative feedback and opportunities to utilize the feedback to reflect upon and guide their development and growth toward attainment of unit standards.

#### **Program Response:**

**79.13(5)** The unit will document regular reviews, evaluation and revision to the system of assessment.

- a. The collection, aggregation, analysis and evaluation of assessment data described in this subrule will take place on a regular cycle.
- b. Comprehensive unit assessment includes all of the following:
  - (1) Individual candidate assessment data on unit standards, as described in subrule 79.13(4), are analyzed.
  - (2) The aggregated assessment data are analyzed to evaluate programs.

- (3) Findings from the evaluation of aggregated assessment data are shared with stakeholders and utilized for program improvement decisions.

**Program Response:**

**79.13(6)** The unit shall conduct a survey of graduates and the graduates' employers to ensure that the graduates are well prepared and use the data for program improvement.

**Program Response:**

**79.13(7)** For teacher intern preparation programs, candidate assessment includes clear criteria for the following:

- a. Acceptance requirements, including:
  - (1) Completion of a baccalaureate degree from a regionally accredited institution that meets program established required grade point criteria for the baccalaureate degree and content area;
  - (2) Completion of coursework that meets the state minimum requirements for at least one of the BOEE's secondary endorsement areas, unless the endorsement area requirements are embedded in the teacher intern professional core; and
  - (3) Screening designed to generate information about the prospective candidate's attributes identified as essential for candidates in the program.
- b. Continuation in the program with clearly defined checkpoints/gates, including verification of an offer of employment as an intern from a school or district administrator.
- c. Program completion and subsequent recommendation by the authorized official of the program for an initial teaching license, including recommendation for an intern license for one or more of the endorsements identified on the department's teacher preparation website at [educate.iowa.gov/pk-12/educator-quality/practitioner-preparation](http://educate.iowa.gov/pk-12/educator-quality/practitioner-preparation).

**Program Response:**

**2. How will proposed changes impact the assessment of the current programs?**

**Program Response:**

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**Initial DE Finding** .

**Items that must be addressed prior to State Board action:**

**Institution Response:**

**Final Recommendation** .